

State Plan Cover Page

State Name: South Carolina

Eligible Agency Submitting Plan on Behalf of State:

South Carolina Department of Education, Office of Career and Technology
Education

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

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Type of State Plan Submission:

Type: 1-Year Transition

Special Features of State Plans Submission: (Check all that apply)

Title I only (All Title II funds have been consolidated under Title I)

I. Planning, Coordination, and Collaboration Prior To Plan Submission - South Carolina

South Carolina is submitting a one-year transition plan for the first year of program operations under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The South Carolina Department of Education (SDE) developed the South Carolina Transition Plan— July 1, 2007–June 30, 2008, (State Transition Plan) for the Carl D. Perkins Career and Technical Education Act of 2006 in collaboration with the South Carolina Technical College System (SCTCS). Additional activities and requirements for state-level planning, coordination, and collaboration for the subsequent five-year state plan will be accomplished during the transition year.

II. Program Administration - South Carolina

Note to OVAE: South Carolina attempted to copy and paste this section of the StateTransition Plan; however, there was not sufficient space to accomodate the prepared text. Please see the complete text submitted for **Section II. Program Administration** within the uploaded copy of the SC Part A-Narrative 5-7-07.doc, included as an Appendix to this online submission.

Equal Access for Special Populations Students

Students who are members of special populations are afforded equal access to CATE programs. The OCTE will help school districts ensure that students who are members of special populations are provided equal access through outreach and recruitment by increasing awareness of career and educational options. Career development activities will include career counseling and exploration focusing on career paths to high-wage, high-skill, or high-demand occupations. Advisement, tutoring, and special classes will be available for academic support. Special populations students will have access to and be exposed to technology to foster success. School districts will provide professional development for staff to assist them in effectively advising and teaching special populations students in CATE programs.

The OCTE will participate in activities sponsored by national organizations such as Women Work!, the National Alliance for Partnerships in Equity, and the Southeastern Equity Advisory Committee to identify best practices and provide effective technical assistance to the districts. The OCTE will support innovative linkages between districts and community stakeholders such as institutions of higher education, local businesses, and public welfare and workforce agencies. The SCTCS has an open admissions policy for the technical colleges that makes programs and services available to all citizens that can benefit from available learning opportunities, including individuals who are in the Perkins IV special populations groups.

Nondiscrimination for Special Populations Students

The OCTE will help school districts ensure that all students experience equal access, opportunities, guidance, support, and success in every aspect of their secondary education. The OCTE will assist LEAs in embracing the requirements and spirit of federal civil rights laws and South Carolina's MOA required by the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B). Through the MOA process, the OCTE will ensure that school district policies, procedures, and practices related to federal civil rights laws are known, meet basic standards, and are workable. Under the MOA guidelines, South Carolina will conduct a minimum of two on-site monitoring visits each year. The OCTE will provide school districts with information, samples, and assistance regarding best practices in civil rights, nondiscrimination, and educational equity and diversity. The sixteen technical colleges will be required to adhere to the SCTCS nondiscrimination clause in the student code, which prohibits discrimination against a student or prospective student based on race, color, age, religion, national origin,

sex, or disability.

Program Strategies for Special Populations Students

The OCTE will provide leadership to LEAs in assessing and meeting the needs of students who are identified as special populations. The local plan applications and progress reports will detail the LEAs' efforts to provide equal access to CATE programs, assess students' needs, support accountability standards, and evaluate the progress of the special populations. OCTE staff members will review these annual plans and reports to ensure that the LEAs are assisting special populations in meeting standards and in preparing for further learning and high-tech, high-wage, or high-demand occupations. The OCTE will also recommend strategies that LEAs can use to help ensure that the structure of the educational environment is appropriate for special populations students:

- providing professional development opportunities for staff to promote a better understanding of the needs of special populations students;
- offering short-term courses with flexible schedules, virtual courses, and other distance learning opportunities;
- ensuring that CATE recruitment activities and promotional materials are free of bias or stereotypes and are germane for all students;
- providing support services, such as teaching study and survival skills; and
- coordinating with business and industry representatives to provide job shadowing opportunities, work-site visits, and presentations on careers.

The technical colleges will identify programs that target special populations in their local plan applications. Examples of past activities include child care for single parents, transportation, tutoring services for students with learning disabilities, and work-based learning experiences for those entering into nontraditional fields. Colleges will be asked to explain specifically how their programs will prepare special populations for high-skill, high-wage, or high-demand occupations and enable these students to meet or exceed state performance goals. Colleges report on the performance of the special populations group as part of the annual report.

Note for State Board of Education: The Perkins IV CATE student definitions, measurement definitions and approaches, and state adjusted levels of performance discussed in this section and included in Part C—Accountability Forms must be negotiated with the OVAE’s regional accountability specialist prior to approval of the State Transition Plan. The State Board of Education authorizes the SDE to negotiate with the OVAE and make changes required for approval by the U.S. Department of Education.

Obtaining Input from Eligible Recipients for Measurement Definitions and Approaches and State Adjusted Levels of Performance

A statewide advisory group of CATE district, career center, and high school representatives was formed to provide input in establishing measurement definitions and approaches for the secondary performance indicators and reviewing the state adjusted levels of performance for the three secondary performance indicators required in the State Transition Plan. Proposed measurement definitions were developed by the accountability section of the OCTE and presented to the advisory group for review. The measurement definitions were subsequently revised on the basis of input from the group.

The advisory group also provided input on the proposed student definitions. The following definitions for a secondary participant and a secondary concentrator were recommended as valid, reliable, and consistent with the definitions proposed by the OVAE in the Program Memorandum issued March 13, 2007.

- *Participant* —a secondary student enrolled in a state-approved CATE course. This definition is consistent with the proposed federal definition because in South Carolina, a participant would be coded and reported in the statewide data system after completion of the first CATE course. The advisory group indicated that if the federal definition were used verbatim, LEAs would delay coding a participant until a student is enrolled in a second CATE course. LEAs will receive state guidance on when to code students as CATE participants.
- *Concentrator* —a secondary student with an assigned CIP code who has earned 4 or more Carnegie units of credit in a state-recognized CATE program. This definition is consistent with the proposed federal definition. In South Carolina, all state-recognized CATE programs include a minimum of 4 Carnegie units of credit (more than most states) and the OVAE’s proposed definition allows 3 or more units of credit.

The OCTE's accountability advisory group will reconvene during the summer to provide input on baseline data and the state adjusted levels of performance for the remaining five secondary performance indicators.

The SCTCS solicited participation from technical college representatives to serve as members of the postsecondary accountability work group. The work group reviewed the existing measurement definitions and approaches used for the postsecondary indicators under the current law and discussed whether those definitions and approaches are applicable under the new law. Areas of focus specifically included the collection of technical skills assessment data, use of the National Center for Education Statistics (NCES) cohort, and use of the National Student Clearinghouse database to verify enrollment for transfer students. The work group presented an accountability update to the sixteen technical colleges (including members of the Institutional Effectiveness Peer Group) and requested additional feedback on definitions and performance measures. Postsecondary institutions did not have to establish state adjusted levels of performance for the transition year. For the remaining grant period, the SCTCS will determine procedures for establishing state adjusted levels of performance at the postsecondary level.

Establishing Valid and Reliable Measurement Definitions and Approaches for Each of the Core Indicators of Performance

South Carolina's secondary measurement definitions and approaches that will be used for each of the eight core indicators of performance are identified in the required Final Agreed Upon Performance Levels (FAUPL) form in Part C. The measurement definitions and approaches are valid, reliable, and consistent with the definitions and approaches recommended in the nonregulatory guidance issued by the OVAE. Each measurement definition and approach is intended to directly measure the student outcome for which it is intended in a consistent manner. Data collection criteria and methods will remain constant, which should produce reliable data that can be used for accountability and continuous improvement purposes. As required by the U.S. Department of Education, the two academic attainment core indicators will be measured by the academic assessments that have been approved for South Carolina under NCLB, and the definition of student graduation rates for core indicator 4S1 will be aligned with NCLB.

South Carolina's postsecondary measurement definitions and approaches that will be used for each of the six core indicators of performance are also identified in the required FAUPL form (Part C). The postsecondary accountability work group members developed

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measurement approaches and definitions that are consistent with the nonregulatory guidance provided by the OVAE. The accountability work group members developed measurement approaches that are within the scope of each core indicator, and the work group considers these approaches to be valid and reliable. The accountability work group chose to alter the measurement definition provided by the OVAE for one of the six postsecondary indicators as explained below:

- 2P1 (Credential, Certificate, or Degree)—The SCTCS gathers completion data from the NCES Integrated Postsecondary Education Data System (IPEDS), which reports on students graduating within 150 percent of their program completion time. Consequently, the reporting periods for the numerator and denominator definitions will vary slightly from those suggested by the OVAE. IPEDS is a comprehensive system used nationwide for data collection by two-year and four-year institutions; therefore, the accountability work group considers the system a valid and reliable approach for this indicator.

Aligning Perkins Indicators with Information for Other State and Federal Programs

The measurement definition and approach used for indicator 5S1 (placement) mirrors a South Carolina law that requires the reporting of data on those students who completed a CATE program and who are placed in postsecondary education, military service, or employment over a three-year period. Data for the remaining indicators will be obtained from the School Administrative Student Information (SASI) system, a statewide student and school administration information system designed to monitor and track individual student information and progress.

One of the postsecondary indicators requires the use of data submitted by the colleges for another federal program. The SCTCS will gather information from IPEDS for indicator 2P1 (credential, certificate, or degree). The remaining indicators will be measured by independent data sources used solely for Perkins reporting.

Proposing Performance Levels for the 2007–08 Transition Year

The three secondary core indicators that require proposed performance levels during the transition year are the academic attainment indicators (1S1 and 1S2) and student graduation rates (4S1). South Carolina accepted the state adjusted performance levels as proposed by the OVAE for 2007–08 and 2008–09 for the academic attainment indicators (1S1 and 1S2). The proposed performance level of 73.9 percent for indicator 4S1 reflects the high school graduation rate the state has to achieve to demonstrate AYP for this NCLB

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indicator in 2006–07. The South Carolina Accountability Workbook states, “Using the current graduation rate as the baseline, each high school will meet AYP annually if they equal or exceed the previous year's graduation rate or if the graduation rate averaged over three years (this year's rate and the two previous academic years) equals or exceeds the previous year's graduation rate. . . . If a school meets the graduation rate target of 88.3 percent, the school will also be considered to have met graduation for AYP purposes.” The 2006 NCLB graduation rate for South Carolina was 73.9 percent. The SCTCS is not required to propose performance levels for the postsecondary core indicators for the transition year.

Negotiating Local Performance Levels and Establishing Criteria and Methods to Allow Local Revisions Due to Unexpected Circumstances

The OCTE has developed a process used to annually assess performance on the Perkins core indicators (state standards) for each secondary eligible recipient. LEAs that fail to meet one or more of the state standards are required to initiate a local improvement-plan process based on a three-tiered approach for state technical assistance outlined in the state improvement plan. Assignment to level 1, 2, or 3 will determine the degree and type of technical assistance provided by the OCTE as well as the opportunity to negotiate local levels of performance under Perkins IV. Level 1 is the highest level assigned for assistance and review. LEAs will be assigned to level 1 on the basis of performance significantly below the state standard and, therefore, will have an opportunity to negotiate local adjusted performance levels. LEAs that meet (or could reasonably be expected to meet) the state standard the following year will be required to accept the state adjusted levels of performance. All LEAs will establish performance levels that ensure continual progress toward improving CATE student performance by accepting the state adjusted level of performance or negotiating a local level that reflects local improvement annually for each core indicator of performance.

If unanticipated circumstances arise with respect to a school district or multidistrict career center, resulting in a significant change in the factors that determine the LEA's levels of performance, the LEA will be allowed to request a revision to its local adjusted levels of performance. Documentation will be required that supports the request for the revision, explains how the revision to the local adjusted levels of performance promotes continuous improvement on the core indicators, and includes a timeline indicating when the eligible recipient intends to resume meeting the state adjusted levels of performance. The written request will be submitted for review by the OCTE and subject to the director's approval.

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Postsecondary institutions are not required to negotiate local levels of performance for the transition year. For the remaining grant period, the SCTCS will establish guidelines and procedures for negotiating with the colleges. Colleges will indicate their interest in negotiating local adjusted performance levels on the local plan application. During the transition year, the SCTCS will determine criteria for reviewing requests to revise local levels of performance due to unexpected circumstances.

Collecting and Reporting Complete, Accurate, and Reliable Data

The SDE utilizes the SASI system, a comprehensive electronic student data collection system for all public schools. The OCTE receives SASI student-level data for students in CATE courses and programs. The data collected will be used to measure academic achievement, technical skill attainment, high school completion, graduation rates, placement status, and nontraditional participation and completion. The data system provides demographic variables on all students, including specific special population data. Additional variables will be added to the data collection system in order to meet reporting requirements under Perkins IV beginning with school year 2007–08. Student information entered into the SASI database by each school during the year is submitted to the SDE in June. The school and district data will be aggregated to obtain state totals for each of the secondary core indicators. State totals will then be disaggregated to provide information on the special populations groups for analysis and reporting.

The SDE has been collecting data on CATE students for several years. As with any data collection system, errors and omissions have been detected. A reporting procedures guide is developed by the OCTE and disseminated to school districts to help ensure the correct coding of fields within the data collection system. Regional training sessions on data reporting are held across the state with required attendance for all districts and career centers. During these training sessions, common errors and misconceptions are discussed. Procedures are demonstrated that local districts/centers could use to verify that their data are accurate and complete. Within the OCTE, extensive checks and crosschecks on the consistency and reliability of local data are run. To emphasize the importance of complete, accurate, and reliable data, sanctions will be implemented on the basis of inaccurate and incomplete data.

Colleges report data to the SCTCS using a comprehensive database system that houses student data including program major, gender, full-time/part-time status, GPA, CIP codes, faculty, courses, race, age, and other demographic information. Each college provides a signed assurance statement verifying that the data provided to the SCTCS are complete, accurate, and reliable.

Based on the data in this system, the SCTCS has developed customized Perkins indicator reports that will be used by the colleges to identify student cohorts. Student progress will be measured on the basis of data extracted from the SCTCS's Enterprise Decision Support System (EDSS). EDSS is a secure electronic data warehousing and reporting system designed to ensure logical and physical integrity, compatibility, accuracy, and consistency among files. The colleges will utilize their individual records management systems to identify the special populations groups defined in Perkins IV. Disaggregated data on special populations are provided to the SCTCS through surveys obtained by way of SharePoint Portal, the SCTCS's college-wide intranet.

Evaluating CATE Program Effectiveness and Coordinating with other Federal Programs to Ensure Nonduplication

The OCTE has implemented an accountability system that integrates data collection, performance assessment, continuous program improvement, and state and federal funding into a cohesive strategic planning tool for the LEAs. The OCTE annually evaluates the effectiveness of CATE programs through the state improvement plan, the local plan application, and the annual progress report. Under the state improvement plan, school districts and multidistrict career centers are notified each fall of their annual performance results for the previous school year. LEAs that do not meet one or more of the Perkins standards are required to initiate a local improvement plan process. The completed local improvement plan will identify the school and program to be reviewed, a statement of the problem to be addressed, specific action leading to program improvement, the dates for implementation of each strategy, and the name and position title of the individual responsible for ensuring that each strategy is implemented.

The OCTE's local plan application requires the LEAs to complete a section that mirrors the local improvement plan, and priority must be given to budgeting funds for program improvement. The local plan also includes narrative questions for use by all applicants that fail to meet established levels of performance, thereby integrating the local plan with the state improvement plan and focusing the planning process on program improvement. Local plan applications contain assurances that recipients' programs are of sufficient size, scope, and quality to be effective. The local plan instructions and student reporting procedures identify CATE courses that are recognized as meeting the scope and quality requirements for funding. The OCTE has also developed quality review measures that provide guidance and the basis of an annual program review for school districts, schools, and career centers.

The annual CATE progress report requires each LEA to identify the Perkins indicators not met, the progress made in meeting the standards, and the priorities for uses of the Perkins funds to improve local programs. The progress report will collect information on national/industry program certification, academic and CATE program integration, secondary-to-postsecondary program articulation and dual enrollment, and uses of the Perkins Title I funds for program improvement.

Each technical college will complete the annual program evaluation process for all degree, diploma, and certificate programs. Colleges will review productivity, job market availability, and graduate placement for each program. If new technologies or changing economic conditions render a program obsolete, the program may be phased out. The colleges will reset priorities and reallocate resources to new or existing programs that best meet the needs of the employers and students they serve. The SCTCS and the SDE will continue to work collaboratively with the CHE, the South Carolina Employment Security Commission, the South Carolina Department of Commerce, and other agencies to ensure the coordination and nonduplication of programs.

Accountability Forms and Requirements

South Carolina's secondary and postsecondary CATE student definitions, measurement definitions and approaches, and required baselines and performance levels for the Perkins IV core indicators of performance are included in Part C—Accountability Forms.

Technical Skill Assessments and Plans to Increase Coverage

At the end of the first semester of the 2006–07 school year, approximately 10 percent of students in the Business, Management, and Administration and Marketing, Sales, and Service career clusters pilot-tested voluntary, online end-of-course assessments developed by instructors for twenty-nine CATE courses. The process will be repeated at the end of second semester, with 15 to 20 percent of students expected to participate. End-of-course assessments developed by the Center for Agricultural Research and Training, Inc. (CAERT) will be administered in the 2008–09 school year to students in the Agriculture, Food, and Natural Resources career cluster.

At least fifty industry-validated assessments are available; however, very limited numbers of secondary CATE students take the assessments—an estimated 10 percent. Currently, LEAs are not required to report technical skill assessments; therefore, changes in the data collection system will need to be implemented. The SDE will study the content of each career major and will pursue either developing or

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adopting end-of-course assessments, a career major assessment, or an industry certification for each career major. Steps include determining the quality and appropriateness of currently available assessments, the costs involved, and the potential for sharing assessments with other states.

The OCTE staff will continue to participate in the OVAE Data Quality Initiative's (DQI) technical skills assessment study group to gather information about assessments other states are using and their experiences in implementing those assessments, to identify assessments currently available through vendors and organizations that issue industry certifications, and to discuss definitions of valid and reliable assessments in order to determine how to proceed in implementing technical skills assessments in the state.

A very small portion of postsecondary programs in South Carolina currently offer technical skills assessments. Presently, there are twenty-six industry-validated assessments available that are applicable to the postsecondary degree, diploma, and certificate programs offered at the sixteen technical colleges. The majority of available assessments are administered within the Health Sciences cluster where licensure is required for employment. Currently, for programs where a technical skill assessment is available, an estimated 9.75 percent of students take the assessment. It should be noted that technical skills assessments are not required for any program's graduation prerequisites. Additionally, for many of the available assessments, the licensing or credentialing agencies do not provide the postsecondary institutions with the disaggregated student information (i.e., gender, ethnicity, and special populations status) that is needed for Perkins reporting. As a result, postsecondary is limited to reporting data on a small fraction of the assessments for indicator 1P1 (technical skill attainment).

Nevertheless, the postsecondary institutions have several local initiatives in place to increase the number of technical skills assessments offered as well as the number of students who take them. The technical colleges are still in the preliminary stages of identification and planning for these assessments, with some colleges further along in the process than others. The SCTCS plans to facilitate discussions among the sixteen colleges in an effort to initiate a joint venture to create statewide assessments for each program area, but contends that this will be an enormous multi-year development project. The SCTCS will utilize information and resources offered by the DQI's technical skills assessment study group as a basis for beginning system-wide discussions.

In the interim, the SCTCS will develop a phase-in plan to increase the number of available assessments and the number of students who take them. The Health Sciences career cluster would be appropriate as an

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initial area of focus due to the Allied Health Care initiative to expand and enhance the state's health care workforce and address widespread shortages in nursing and other health professions. At the end of the 2005–06 academic year, twelve of the sixteen colleges reported that an estimated 7.4 percent of Nursing students in the Health Sciences cluster completed technical assessments. For the 2006–07 program year, the SCTCS expects that at least 10 percent of Nursing students in fourteen of the sixteen colleges will complete technical assessments.

V. Tech Prep Programs - South Carolina

South Carolina will consolidate all of the funds received under Perkins IV, Section 201, with funds received under Section 111 in order to carry out the Title I activities described in the State Transition Plan. The state's sixteen education and business alliances (tech prep consortia) will no longer operate under Perkins Title II funding beginning with the 2007–08 school year. The data reporting requirements outlined in Perkins IV could not be managed at the postsecondary level in a manner that would enable the consortia to collect and report data as required under Title II of the new legislation.

School district superintendents and technical college presidents have been specifically apprised of the Perkins IV provision allowing eligible recipients to pool a portion of the local funds for innovative activities. The examples of permissible uses of these funds under Section 135 of the new law are similar to activities and services currently provided by the consortia. According to preliminary reports and planning meetings among the consortia members, over half of the consortia partnerships will move forward under alliance agreements using the Title I option. Specific details relative to that option and the innovative component requirements have been shared with consortia partnerships, district superintendents, and technical college presidents.

Note for the State Board of Education: The information included in this section and in Part B—Budget Forms is based on the estimated state allocation provided by the OVAE for the 2007–08 transition year. The budget must be revised if the actual federal allocation differs from the estimate. The State Board authorizes the SDE to revise the budget on the basis of the actual allocation received from the U.S. Department of Education.

Within State Allocation—Title I

South Carolina will allocate the Perkins Title I funds as follows: 10 percent for state leadership, 5 percent for state administration, and 85 percent for local secondary and postsecondary eligible recipients. The local allocation among secondary and postsecondary eligible recipients will continue with 70 percent for secondary programs and 30 percent for postsecondary programs as specified in the state plan approved for 2006–07. This split is based on enrollment in CATE courses. All Perkins Title II funds will be consolidated with the Title I funds and allocated under the Title I process.

Distribution of Funds for Secondary Education Programs

South Carolina will distribute funds for secondary CATE programs on the basis of the allocation formula outlined in Section 131(a) of Perkins IV. Data are adjusted to reflect changes in school district boundaries and for LEAs without geographical boundaries, as required, by obtaining attendance and poverty data directly from the affected districts. South Carolina does not use an alternative formula and does not have any secondary eligible recipients that receive less than the minimum allocation. Allocations will be made in accordance with Section 131(e) to multidistrict career centers that form a consortium with feeder school districts for the purpose of receiving funds under this section. Attachment C includes the allocations for the secondary eligible recipients.

Distribution of Funds for Postsecondary Education Programs

South Carolina will distribute funds for postsecondary programs on the basis of the allocation formula outlined in Section 132(a)(2). The state does not have postsecondary consortia or the requirements for an alternative formula. No postsecondary recipients will receive less than the minimum allocation under this section. Attachment D includes the allocations for the postsecondary eligible recipients.

Allocation of Funds for Secondary or Postsecondary Consortia

South Carolina will not allocate Perkins Title I funds directly to

VI. Financial Requirements - South Carolina

consortia. Funds allocated to eligible recipients under Section 131 or 132 may be pooled with funds provided by one or more other eligible recipients and used for innovative initiatives. The SDE will add this new permissible use of funds to the financial accounting system to determine the extent that consortia are formed and funding is used in this manner. The OCTE's local plan instructions will include guidance on the eligibility of consortium members, allowable uses of funds, and reporting requirements. The local plan application will require a detailed description for the uses of the pooled funds and how these funds will improve student performance. The OCTE plans to require information on the uses of these funds to be reported in the CATE progress reports. The OCTE will collaborate with the SCTCS on the procedures to be used for postsecondary recipients that pool their funds for innovative initiatives.

Detailed Project Budget

A detailed project budget is included in Part B—Budget Forms. No allocations will be made to secondary or postsecondary consortia from funds under Section 112(a) and (c).

Secondary and Postsecondary Allocation Formulas

The allocations to the secondary eligible recipients identified in Attachment C are based on the formula described in Perkins IV, Section 131(a). Thirty percent of the funding is allocated to the LEAs in proportion to the number of individuals aged five through seventeen, inclusive, who reside in the school district served by such LEA for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding fiscal year, as determined by the most recent census data. Seventy percent of the funding is allocated to the LEAs in proportion to the number of individuals aged five through seventeen, inclusive, who reside in the school district served by the LEA and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent data used under Section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the LEAs in the state for the preceding fiscal year.

The allocations to the postsecondary eligible recipients identified in Attachment D are based on the formula described in Perkins IV, Section 132. The proportionate share for each institution is based on the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 135 offered by the institution in the preceding fiscal year compared to the sum of the number of such recipients enrolled in such programs within

the state for the preceding fiscal year.

Use of Reserve Funds

South Carolina plans to use reserve funds to implement new high technology CATE courses and programs. Funding will be awarded on a competitive basis. The OCTE will identify eligible programs and the maximum amount to be awarded. Applicants must describe how the CATE course/program will be implemented within the grant period, and they must agree to sustain the course/program beyond the grant period. OCTE program staff who coordinate the selected program areas will develop the grant award guidelines, including the application forms, assurances, and allowable and unallowable uses of funds. Grant review teams will develop grading rubrics based on specific program criteria and the requirements included in Section 112(c).

Procedures Required for Granting a Rural Waiver

South Carolina does not anticipate the need to grant a rural waiver under Section 131(c)(2) or 132(a)(4). Districts must be at least 50 percent rural as determined by the latest edition of *Rankings of the Counties and School Districts of S.C.* to qualify for a rural waiver from the SDE. No postsecondary recipients receive less than \$50,000 in funding.

EDGAR Certifications

In compliance with the Carl D. Perkins Career and Technical Education Act of 2006 and the Education Division General Administrative Regulations (EDGAR), the State Board of Education certifies that

1. The State Board of Education in South Carolina is eligible to submit the South Carolina Transition Plan— July 1, 2007–June 30, 2008 (State Transition Plan).

2. The South Carolina Department of Education has authority under the Code of Laws of South Carolina, 1976, to perform the functions of the State under the program.

3. The State legally may carry out each provision of the State Transition Plan.

4. All provisions of the State Transition Plan are consistent with state law.

5. The State Treasurer of South Carolina has authority under state law to receive, hold, and disburse funds made available under the State Transition Plan.

6. The Director of the Office of Career and Technology Education, South Carolina Department of Education, has the authority to submit the State Transition Plan.

7. The State Board of Education has adopted and formally approved the State Transition Plan.

8. The State Transition Plan is the basis for state operation and administration of the program.

Signed Assurances and Required Forms

In compliance with the Carl D. Perkins Career and Technical Education Act of 2006, as the duly authorized representative of the State Board of Education, I certify that

1. The State Transition Plan is not required to be submitted to the state office responsible for the State Intergovernmental Review Process established by Executive Order 12372, according to the list of required documents compiled by that agency.

2. A completed and signed U.S. Department of Education Form

80-0013 for Certification Regarding Lobbying will be provided.

3. A completed and signed Standard Form 424B for Assurances for Non-Construction will be provided.

4. The State will comply with the requirements of the Act and the provisions of the State Transition Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs.

5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.

6. The State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area **or** is a public charter school operating secondary school career and technical education programs **and** demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.

7. The State will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

8. The State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

10. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary students attending nonprofit private schools.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
DATE
Jim Rex, State Superintendent of Education

Part B: Budget Forms - South Carolina

Title I: Career and Technical Education Assistance to States (Complete)

A. Total Title I Allocation to the State	\$1,731,379.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,731,379.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$20,681,285.00	
D. Local Formula Distribution (not less than 85%)	\$17,579,092.00	85.00%
1. Reserve (not more than 10% of Line D)	\$500,000.00	2.84%
a. Secondary Programs	\$500,000.00	100.00%
b. Postsecondary Programs	\$0.00	0.00%
2. Available for Formula allocations (Line D minus Line D.1)	\$17,079,092.00	97.16%
a. Secondary Programs	\$11,955,364.00	70.00%
b. Postsecondary Programs	\$5,123,728.00	30.00%
E. State Leadership (not more than 10%)	\$2,068,129.00	10.00%
1. Nontraditional Training and Employment	\$60,000.00	
2. Corrections of Institutions	\$1.00	
F. State Administration (not more than 5%)	\$1,034,064.00	5.00%
G. State Match (from non-federal funds)	\$1,034,064.00	

Title II: Tech Prep Programs (Complete)

A. Total Title II Allocation to the State	\$1,731,379.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,731,379.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$0.00	
D. Tech Prep Funds Earmarked for Consortia	\$0.00	
1. Percent for Consortia	0.00%	
2. Number of Consortia	0	
3. Method of Distribution		
E. Tech Prep Administration	\$0.00	0.00%

Student Definitions

A. Secondary Levels

Participants

A participant is a secondary student enrolled in a state-approved CATE course. Note: This definition is consistent with the proposed federal definition because in South Carolina, a participant would be coded and reported in the statewide data system after completion of the first CATE course. The advisory group indicated that if the federal definition were used verbatim, LEAs would delay coding a participant until a student is enrolled in a second CATE course. LEAs will receive state guidance on when to code students as CATE participants.

Concentrators

A concentrator is a secondary student with an assigned CIP Code who has earned 4 or more Carnegie units of credit in a state-recognized CATE program. Note: This definition is consistent with the proposed federal definition. In South Carolina, all state-recognized CATE programs include a minimum of 4 Carnegie units of credit (more than most states) and the OVAE's proposed definition allows 3 or more units of credit.

B. Postsecondary/Adult Level

Participants

A participant is a postsecondary student who has earned one (1) or more credits in any CTE program area. Note: This definition is consistent with the proposed federal definition.

Concentrators

A concentrator is a postsecondary student who: (1) completes at least 12 academic or CTE credits within any CTE program area sequence, and is seeking a CTE degree, that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. Note: This definition is consistent with the proposed federal definition.

